

Action Research (Final, 2011)

Hiromi Osuka March 26, 2011

1. Title: How should we improve Japanese students' communication abilities?

——— Effective tasks in order to teach grammar communicatively ———

2. Context:

- (1) Level: Junior high school 3rd year students
- (2) Class size: 36 or 37 students × 4 classes
- (3) Time: 45~50 minutes × 4 classes (per week)
- (4) Textbook: New Horizon English Book 3 by Tokyo Shoseki
- (5) Issues:

a. Attitudes

I taught many students who are in the ninth grade this year, when they were in the seventh grade. There are a few students who study English positively every day out of the classroom. They look as if they don't enjoy studying English. Moreover many students talk in class and some student attitudes are rude. I think they have had few experiences which motivated them to study more when they were in the eighth grade.

b. Abilities

When I taught 142 out of 217 students, they achieved the average mark of students in our city. But the overall ability of these 217 students went down, under the average mark, in a year. Some students gained confidence in studying English, but I am afraid that many of the students lost confidence and interest in studying last year. Some students cannot read easy English words they learned in the seventh or eighth grade. They cannot use be-verbs or general verbs without difficulty, either. I'd like to improve their English ability by increasing their interest and motivation to study English more.

3. My goals

My goal is to help my junior high school students acquire a solid foundation in English thinking. I hope that more communicative grammar practice will enable them to acquire a feel for correct English grammar, including word order, so that they use English without thinking about grammar in the future.

4. What I did

(1) To make English classes understandable

a. Promoting reading aloud and writing English sentences which are connected to students' lives

- I hope that every student can read every English word they learn. I had all the students read and practice new words and sentences written in the textbooks by using *yomisurasura*-sheet.
- At the end of communicative activities I tried to give the students opportunities to make sentences about their lives.

b. Emphasizing English word order in all English classes

- In order to have students understand English sentences, I emphasized English word order in all English classes. I had students read and try to understand sentences written in the textbooks by using *eigonou*-print. I tried to familiarize students with English word order.

c. Integrating new sentences with ones learned before

- I introduced target sentences briefly and integrated them with the sentences students had previously studied.

(2) To make English classes more motivating and effective for students' learning

a. Using example sentences connected with students' lives

- I had the students practice target sentences by using examples connected with students' lives.

b. Design communicative activities that contain input and output activities

- I had students try communicative activities which related to them and stimulated their interests. I planned and tried classes based on student interactive activities as much as possible.
- I worked out how to use communicative activities in a way that students felt comfortable and unstressed. There were some students who were afraid of using English or didn't like to study English. I tried to work out learning styles which enabled students to relax and feel at ease.

c. Revise worksheets to better enable students to get accustomed to English word order

- I tried to revise worksheets in order for students to use them effectively. I worked them so that students learn English word order, intonation and rhythm.

d. To make use of group dynamics

- I tried to give students more opportunities to talk in pairs or groups and work out the format of group activities.

(3) To take measures to improve curriculum design

a. To teach students grammar communicatively

- I also tried to prepare them for every part of each unit.

b. To reorganize and regroup the basic English sentences students have to learn

- I tried to use English sentences and words which are frequently used. If necessary, I used new words or key sentences which were going to be learned later.

c. To collaborate on curriculum with other teachers to produce better results for more students

- I had four classes and another teacher had two classes in the ninth grade. We tried to use the same handouts and exchanged information about our teaching methods or skills.

5. Results

(1) from the surveys in April, July, and January: 141 students () =%

2010 英語力自己診断 組 () 番号 () 氏名 ()					
		2010年 英語力診断基準	April (2年)	July	January
話す力	a	既習の単語や基本文を使って、言いたいことが話せない	8.6	3.6	3.5
	b	既習の単語や基本文を使って、言いたいことが少し話せる	32.4	23.0	13.5
	c	既習の単語や基本文を使って、言いたいことがまあまあ話せる	33.1	33.8	35.5
	d	既習の単語や基本文を使って、言いたいことがだいたい話せる	23.7	36.0	36.2
	e	既習の単語や基本文を使って、言いたいことが正確に話せる	2.2	3.6	11.3
聞く力	a	アルファベットや基本的な単語が聞きとれない	2.9	0.7	0.0
	b	既習の単語や基本文を使った英文を少し理解できる	22.3	12.9	13.5
	c	既習の単語や基本文を使った英文をまあまあ理解できる	42.4	33.8	29.8
	d	既習の単語や基本文を使った英文をだいたい理解できる	30.2	46.8	46.1
	e	既習の単語や基本文を使った英文を正確に理解できる	2.2	5.8	10.6
読む	a	アルファベットや基本的な単語がほとんど理解できない	3.6	2.9	1.4
	b	既習の単語や基本文を使った英文を少し理解できる	14.4	7.2	6.4

力	c	既習の単語や基本文を使った英文を まあまあ 理解できる	34.5	28.8	24.8
	d	既習の単語や基本文を使った英文を だいたい 理解できる	35.3	44.6	46.1
	e	既習の単語や基本文を使った英文を 正確 に理解できる	12.2	16.5	21.3
書く力	a	既習の単語や基本文を使って、書きたいことがほとんど書けない	4.3	1.4	1.4
	b	既習の単語や基本文を使って、書きたいことが 少し 書ける	28.8	20.9	14.9
	c	既習の単語や基本文を使って、書きたいことが 半分 くらい書ける	30.2	32.4	29.1
	d	既習の単語や基本文を使って、書きたいことが だいたい 書ける	33.8	37.4	43.3
	e	既習の単語や基本文を使って、書きたいことが 正確 に書ける	2.9	7.9	11.3
文のきまり	a	基礎がまったく分からない	7.9	3.6	3.5
	b	基礎は 少し 理解できる	25.2	18.0	15.6
	c	基礎は 半分 くらい理解している	26.6	36.0	25.5
	d	基礎は ほぼ 理解している	35.3	36.0	43.3
	e	文のきまりには 自信 がある	5.0	6.5	12.1
英語の感想	a	大嫌いである	10.1	7.2	7.1
	b	少し嫌いである	19.4	12.9	5.7
	c	普通	25.9	30.2	31.2
	d	まあまあ好きである	31.7	33.1	32.6
	e	大好きである	12.9	16.5	23.4
授業の感想	a	楽しくなかった	2.9	2.2	3.5
	b	あまり楽しくなかった	16.5	8.6	4.3
	c	普通	38.1	35.3	26.2
	d	まあまあ楽しかった	25.2	26.6	31.9
	e	楽しかった	17.3	27.3	34.0
ことばで					

2010 英語への取り組み自己診断 組 () 番号 () 氏名 ()

自分の英語力・態度について、当てはまる項目に○をつけてください。		April (2年)	July	October
1	英文を すばやく読めると 感じますか。	33.1	41.0	51.1
2	基本文を使った コミュニケーション活動 を理解していますか。	64.0	74.1	80.9
3	基本文を使った コミュニケーション活動 に 積極的に 参加していますか。	62.6	77.7	80.1
4	英語を使った コミュニケーション活動 は 楽しい ですか。	63.3	74.1	76.6
5	基本文を使って、 自分のこと について 英文 を作ろうとしましたか。	41.7	50.4	64.5
6	基本文を使って、 自分で英文 を作り 使ってみよう としましたか。	37.4	46.0	58.9
7	英語を使って コミュニケーションする力 がついていると感じますか。	38.8	56.8	70.9
4月、英語学習への抱負は？				
7月、英語学習についての変化は？				
1月、英語学習についての変化は？				

(2) Student impressions about English learning

☆Student hopes for English learning (April)

- ・成績を上げたい。(6 2)
- ・日本文をすぐに英文に直せるようになりたい。(1 2)
- ・授業中のコミュニケーション活動に積極的に参加したい。(1 1)
- ・積極的に発言ができるようにしたい。(9)
- ・基本文を身につけ、習った英語を使って自分のことについて英文で表現したい。(7)
- ・英語の基礎をすべて理解できるようになりたい。(7)
- ・聞く力をもっとあげたい。(5)
- ・英語をすらすら読めるようにする。(4)
- ・英語が得意になりたい。(4)
- ・もっと単語を覚えて書けるようにしたい。(4)
- ・ALTの先生と積極的に会話する。(3)

☆Student changes about English learning (July)

- ・4月に比べ基本文や応用文をだいぶ理解できるようになってきた。(1 4)
- ・すらすら読めるようになってきた。(8)
- ・基本文を使って楽に文が作れるようになってきた。(7)
- ・コミュニケーション活動に積極的に参加するようになった。(5)
- ・発言が増えた。(4)
- ・英文を書く力はついた。(4)
- ・4月より英語力がついた気がする。(3)
- ・前より積極的に話せるようになってきた。(3)
- ・4月よりだいぶ英語に興味関心を持つようになった。(2)
- ・聞いたり書いたりすることで、かなり力をつけることができた。(2)
- ・活動プリントを使うことによって、いろいろなことが理解できるようになってきた。英語が好きになってきた。(2)
- ・グループ活動で何度も基本文を作ることによって、英文が前より早く作れるようになってきた。(1)
- ▼だんだんダメになってきた。(4)

☆Student changes about English learning (January)

- ・授業中に手を挙げる回数が増え、楽しいので意欲的に授業に取り組んでいると思う。(1 3)
- ・だいぶ英文の作り方がわかり、今までの文法を使って英文が書けるようになった。(1 1)
- ・全体的に今まで以上に理解できるようになった。(5)
- ・いろいろな活動を通して、英語の理解度も高まり、テストもよくできた。(5)
- ・授業の内容が分かってきたので、コミュニケーション活動がいつも楽しく感じた。(4)
- ・だいぶ自分の言いたいことが英語で書けるようになった。(3)
- ・7月よりも文法が理解できるようになって、勉強が進むようになった。(3)
- ・以前より英語を使って話そうとしたり、意欲的になってきたと思う。今まであまり使ってなかったCDも家で発音したりするのに使うようになった。(2)
- ・2年の頃までは、英語に全く興味が無かったけれど、積極的になり、興味を持つようになった。(1)
- ・前に比べて、英語を積極的に話すようになり、意味の理解をよくなるようになった。(1)
- ・活動などで、文法がよく分かるようになってもっと楽しくなった。(1)
- ・前期より発言回数が増えた。その文理解することも増えて、授業に参加するってこういうことなんだと思った。(1)
- ・何気ない会話の中でも、積極的に英語を取り入れるようになった。(1)
- ▼あまりついていけなくなってきた。英文の作り方や意味が分からなくなった。(3)

(3) Self-evaluation about attitudes for learning grammar communicatively: comparing 2009 and 2010

Learning grammar communicatively(コミュニケーションを通して、英文法を学ぶ)

Class() No.() Name()

コミュニケーション活動を通して、英文法(基本文)を学習していますが、次の質問に教えてください。

(5 : 強くそう思う 4 : どちらかと言えばそう思う 3 : まあまあそう思う 2 : どちらかと思えばそう思わない 1 : そう思わない)

あてはまる番号に、赤○をつけてください。 (2009:71 students, 2010:141 students, number = %)

自己評価内容		year	5	4	3	2	1
1	友だちとの活動は「楽しい」ですか。	2009	74.6	19.7	5.6	0	0
		2010	49.3	31.7	15.5	2.8	0.7
2	友だちとの活動は「基本文習得」に役立ちますか。	2009	53.5	36.6	9.9	0	0
		2010	38.0	38.2	20.4	2.1	0.7
3	友だちとの活動は「英語力向上」に役立ちますか。	2009	43.7	47.9	7.0	1.4	0
		2010	38.0	33.8	26.8	2.7	2.7
4	英語の授業に、「コミュニケーション活動は必要」であると思いますか。	2009	63.4	26.8	5.6	2.8	1.4
		2010	55.6	26.8	16.2	0.8	0.7
5	ハンドアウトのコミュニケーション活動の内容は、「基本文習得」に役立ちましたか。	2009	45.1	42.3	12.7	0	0
		2010	35.9	45.1	15.5	2.8	0.7
6	ハンドアウトを使ったコミュニケーション活動を通して、「話す力」が高まったと感じますか。	2009	39.4	40.8	18.3	1.4	0
		2010	43.7	36.6	16.2	2.8	0.7
7	ハンドアウトを使ったコミュニケーション活動を通して、「聞く力」が高まったと感じますか。	2009	22.5	50.7	23.9	1.4	1.4
		2010	29.6	43.7	21.8	4.9	0
8	ハンドアウトを使ったコミュニケーション活動を通して、「読む力」が高まったと感じますか。	2009	35.2	45.1	18.3	1.4	0
		2010	40.1	37.3	18.3	4.2	0
9	ハンドアウトを使ったコミュニケーション活動を通して、「書く力」が高まったと感じますか。	2009	26.8	47.9	22.5	1.4	1.4
		2010	28.2	40.1	26.1	4.2	1.4
10	あなたは「教科書等の説明を中心とする授業」の方が、英語力(話す・聞く・読む・書く)がつくと思いますか。	2009	0	5.6	18.3	45.1	31.0
		2010	4.9	6.3	21.8	40.9	26.1
コミュニケーション活動を通して、基本文(英文法)を学ぶことについてのあなたの感想							

(4) How students feel about learning grammar communicatively

- I think that solving problems is important, but communicating with friends is even more important. Communicating with friends is fun and talking with friends using sentences written by ourselves and listening to friends makes us memorize what we say better and target sentences. (Y.M)
- Talking with friends with handouts improves our English abilities. I think that classes which contain a lot of explanations about grammar make us bored. This is one of the reasons that I came to like English through this activity. I want to try harder. (M.A)
- Before I tried activities, I could not read or understand what was written in my textbook. But after these activities, I am surprised that I can read fluently and write sentences easily. So activities are

wonderful. I think that some students with powers of understanding can take part in the teacher-centered classes, but all the students can take part in students-centered classes through communication. (M.I)

- I made a lot of sentences using target sentences. That enabled my English abilities to improve. Through communication, I got better expressions and was able to use them in the next situation. (N.H)
- ▼ I'm not good at learning English and I like classes in which teachers explain about grammar. Probably I'll be able to understand better than learning grammar through communication. When we try communicative activities, some friends don't try them seriously.

(5) How students' test scores improved

Results in 2010 (141 students)

*In comparison with the average mark of students in our district and prefecture

*TBLT were used in Class A, B, C, and D. Same handouts were used in all the classes.

	Test A			Test B		Spelling Test
	April	July	December	November		December
Comparison	city	city	city	10 schools	prefecture	6 classes
Average	44.0	40.6	40.7	47.8	44.3	
Class A	- 2.0	+ 6.8	+4.5	+2.8	+6.3	77.92
Class B		+ 7.4	+3.5	- 1.1	+2.4	75.03
Class C		+ 5.4	+3.5	+1.5	+5.0	74.15
Class D		+ 4.8	+6.2	+1.5	+5.0	73.46
Class E		+ 6.4	+ 0.8	- 5.2	-1.7	68.03
Class F		- 2.4	+ 0.8	- 1.6	+1.9	68.69
Total Average	- 2.0	+ 4.7	+3.3	- 0.2	+3.3	72.88

Students' test scores improved. In April, the average marks of students at my school were 2.0 points below the average for our city. But they improved greatly. I was in charge of A, B, C, and D. Another teacher was in charge of E and F. The students of Class E and F also used handouts I made. You can see their improvement in the average marks. Students were able to improve their basic English abilities in the two tests A and B held in our city.

Results in 2009 (71 students)

*In comparison with the average mark of students in our city

*TBLT was used in Class A and B. Same handouts were used in all the classes.

	April	July	December		Spelling Contest
Our City	44.5	44.0	56.5		
Class A	- 4.5	+ 5.5	+11.0		77.37
Class B	- 4.5	+ 3.0	+10.5		76.86
Class C	- 4.5	- 2.0	+5.0		70.41

In April, the average marks of students at my school were 4.5 points below the average for our city. But they improved. These three classes, A, B, and C had the same average marks in our school in April.

6. What I learned

- (1) Through activities in groups of four, students taught each other. Many students realized that speaking a lot and listening to friends' sentences using new grammar enabled them to learn new sentences easily. They learned many different types of sentences from their friends and provided another point of view. Group activities make their learning conditions better.
- (2) Students want to make sentences connected with their lives and to talk about them with each other in English. So it is important for teachers to give students opportunities to talk about them. When teachers teach grammar communicatively, we should work out tasks which are connected with students' interests and their lives.
- (3) In the workshops held by NUFSS in 2010, I learned that proper input activities would help students with output activities. Through the workshops, I found that there were not enough input activities in my teaching procedure. Adequate and proper input activities are needed for students to express themselves in English using new target sentences. So I've tried to revise some handouts I made in 2009 school year.
- (4) As results show, students using TBL improved their four skills since April. I decreased explanations about grammar and increased student interaction so that students had a lot of opportunities to talk with their friends in English. Students realized that the more they used communicative activities, the more they improved their English abilities. Through practice over the past two years, I have found that teaching grammar communicatively has enabled students to positively participate in classes and has motivated them to study more. The results of the tests over two years have shown that this grammar teaching was effective for improving students' English basic abilities.

7. Further issues

- (1) Many students were positive about leaning grammar communicatively, but some students didn't like this way of learning. They liked teacher-centered classes and needed explanations about grammar. They were passive and didn't like to communicate in English so much. They insisted that learning grammar communicatively was not so effective for them. They insisted that teachers' clear explanation about grammar was important and necessary. I have to decrease the anxiety and dissatisfaction of such students.
- (2) When students make sentences using new key sentences, they contain a lot of mistakes. It takes teachers a lot of time to correct their sentences. How effectively should teachers give students feedback?
- (3) This year another teacher and I were in charge of the ninth graders. She was very cooperative and tried to understand my method. She willingly agreed to use handouts I made. She wanted to observe my classes to try to change her classes. I had opportunities to be a sub-teacher in her classes but she had no opportunities to see my classes. Joining her classes as a sub teacher, I learned there were many kinds of teaching methods in using the same handouts. Without insisting on one's own teaching style, we should respond flexibly. Teachers should be flexible in our way of teaching. We should join or observe other teachers' classes as much as possible. If she had had the opportunity to see my classes, we would have better understood each other.
- (4) The teachers who like the traditional way of teaching in Japan prefer dividing a class into two small groups and teaching the students in small groups. But I don't think that dividing a class is effective because I hope that teaching grammar communicatively will make it possible to improve students' English basic abilities using pair and group activities. I hope that there will be many student teachers using my method of teaching. I hope that teaching grammar communicatively will provide the greatest teaching effectiveness to the greatest number. But it's difficult for me to show such traditional teachers about the merit of teaching grammar communicatively.

Lesson Plan (Final, 2011)

Hiromi Osuka

1. Level: Junior High School third year students
2. Class size: 4 classes with 36~37 students
3. Textbook: New Horizon English Course Book 3(Tokyo Shoseki):

Let's Read 3 The Fall of Freddie the Leaf

4: Goals:

- Students can understand the writer's intention.
- Have students think about the meaning of life through the life of a leaf.

5.Objectives

- Language Function: To read and understand a long story.
- Communicative Function: To retell the story and give one's own impression of it.

6. Procedure

(1) Day one: P 78 ~ P 83

- ① Listening to a song - "Marry You" sung by Bruno Mars
- ② Look at the 13 pictures and answer 7 questions.
- ③ Look at the 13 pictures and answer 26 questions. A → B → C
- ④ Checking own answers about 26 questions using model answers.
- ⑤ Listen to the story on CD and confirm what it is using *eigonou-printo*.

A: by themselves
B: in group
C: in plenary

(2) Day two: P 78 and P 79

- ① Listening to a song - "Just The Way You are" sung by Bruno Mars
- ② Checking the meaning of new words and pronunciation practice
- ③ Reading practice C → B → A
- ④ Try questions and answers about p.78 and p.79. A → B → C

(3) Day three: P 80 and P 81

- ① Listening to a song - "Change The World" sung by Eric Clapton
- ② Review reading about P 78 and P79 B → A
- ③ Checking the meaning of new words and pronunciation practice
- ④ Reading practice C → B → A
- ⑤ Try questions and answers about p.80 and p.81. A → B → C

(4) Day four: P 82 and P 83

- ① Listening to a song - "Hard To Say I'm Sorry" sung by Chicago
- ② Review reading about P 80 and P81 B → A
- ③ Checking the meaning of new words and pronunciation practice
- ④ Reading practice C → B → A
- ⑤ Try questions and answers about p.82 and p.83. A → B → C
- ⑥ Checking own answers about P79 ~ P83 using model answers

(5) Day five: Retell the story and give your own impressions of it. (Today's lesson)

7. Day five's lesson with ALT

(1) Warm-up Listening to a song - "Your Song" sung by Elton John

Saying a sentence "How wonderful life is while you're in the world" to each other using an example dialog.

A: How wonderful life is while you're in the world.

B: Thank you. I feel the same. How wonderful life is while you're in the world

(2) Knowing how to retell the story.

- ① First make pairs and retell the story from 13 pictures in turn. Retell the story in the following way. The first time students do this in 120 seconds.
A should retell the story about pictures, No. 1, 3, 5, 7, 9, 11, 13,
B should retell the story about pictures, No. 2, 4, 6, 8, 10, 12
- ② Next time B student retells the story about pictures, No. 1, 3, 5, 7, 9, 11, 13 and A students retells

the story about pictures, No. 2, 4, 6, 8, 10, 12.

- ③ Students repeat this activity with seven partners and their second attempt should be done in 90 seconds.
- ④ Their final attempt should be done in 60 seconds.
- ⑤ When they finish, they write their comments for each person and exchange their evaluation sheets with one another and read their friends' comments.
- ③ Write their own comments about this activity.

(3) What sentence do you like the best?

- ① Write down one sentence from the story that touched each student. Add one sentence why the student likes the sentence.
- ② If necessary, students ask for ALT help.
- ③ Make groups of 4 and talk about the sentence and the reasons in turn.
- ④ Some students try to do this activity with the persons in class.

8. Assessment

- (1) Communicative activity: Talk about 13 pictures. (15 mins.)
- (2) Comprehension: Talk about the sentence the student likes the best. (10 mins.)

9. What happened

- (1) It was interesting for students to retell the story looking at 13 colored pictures. They enjoyed retelling using English sentences they created. At first they thought that it was difficult for them to make English sentences or explain the pictures in English. Actually some students felt it difficult to talk about the story with 13 pictures without looking at the text. In this case, higher level students helped them. They got better each time as they tried to retell the story. Moreover students came to better understand the story through retelling the story.
- (2) Some students used sentences written in the textbook and others tried to talk about the story using their original sentences. They also realized that this kind of activity makes their English abilities better. Some of the students knew that there were some different sentences which explain the 13 pictures. Through negotiation of the meaning and listening to their friends' sentences, they could review the story and understand what they missed.
- (3) Some students got confused talking about the story after their partner's story. Connecting their story with their partner's one was too difficult for them to go on talking about the story. But through this activity, they discovered that they could learn a lot from their friends and this group activity was very fun.
- (4) As the last activity, students could choose the sentences which they were impressed with, but they could not talk about why they liked them effectively. Talking about their ideas was too difficult for them, but many students were able to understand how important their lives were.

10. What I learned through these activities

- (1) Retelling the story improves student speaking abilities and motivates students to talk about the 13 pictures using sentences they worked out themselves.
- (2) Choosing sentences they like best and writing their impressions about why they like the sentences make it possible for students to think deeply about the aims of this story. Talking about their impressions in groups gives students more opportunities to study collaboratively. They were able to learn many ways of thinking through talking about their impressions about the story.
- (3) I think some teachers take little time in having students read this story, but I wanted to use this story in order to have students think deeply about their lives. It takes a lot of time for students to try this kind of activity. As for teachers, it takes a lot of time for them to work out handouts students use and teaching procedure. I think that giving students as many opportunities as possible is necessary to improve students speaking abilities and a collaborative learning environment motivates students to study more.

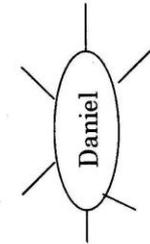
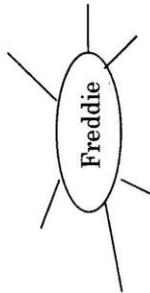
** The Fall of Freddie the Leaf **

Class () No. () Name ()

1. Look at the title and 13 pictures. Answer the following questions.

(13枚の絵とタイトルを見て次の質問に答えなさい。)

- (1) Please read the title and put it into Japanese.
- (2) What is the larger leaf called?
- (3) What is the smaller leaf called?
- (4) How many seasons are there in a year?
- (5) When are leaves born?
- (6) When do leaves die?
- (7) Look at 13 pictures. What is this story about? Can you guess the story?



2. Look at the 13 pictures and answer the 26 questions.

(13枚の絵を見て、どんな物語が想像しながら、26の質問に答えなさい。)

* Look at another paper.

3. For the next task, please read the story and confirm what it is.

(物語の内容を詳しく知りましょう。あなたの想像と同じだったところ、異なっていたところを確認しましょう。)

4. Read the story and answer the questions for each page. (各ページの質問に答えなさい。)

P.78

- (1) When was Freddie born? He was born () () .
- (2) Were there many leaves on the tree? () , they () .
- (3) Who was Daniel? He was the () leaf and () best friend.
- (4) Did Daniel know many things? () , he () .

P.79

- (1) Did Freddie like being a leaf? () , he () .
- (2) Did many people come to the park in summer? () , they () .
- (3) Who sat under the tree and talked? () people () .
- (4) Was it fun to watch children? () , it () .

P.80

- (1) What color did Freddie become in fall? He () () .
- (2) Were the leaves all beautiful? () , they () .
- (3) What strange thing happened to some of the leaves? They were () off by a strong cold () .
- (4) Did the leaves become frightened? () , they () .

P.81

- (1) Will the leaves all die? () , they () .
- (2) Were there still many leaves on the tree? () , there () .
- (3) Was Freddie afraid of dying? () , he () .
- (4) Daniel said, "You weren't afraid when spring became summer, or when summer became fall." Why not? () () are () .

P.82

- (1) What will return in spring? () will.
- (2) Does life last forever? () , it () .
- (3) What did Daniel say to remember? He said, "() the breeze, the people and the () in fall."
- (4) What happened to Daniel that afternoon? He () with a () .

P.83

- (1) The wind took Freddie from his branch. Did it hurt? () , it () .
- (2) What did Freddie see for the first time? He () the () tree..
- (3) What were Daniel's words? "() () () ."
- (4) What will happen when spring comes? The tree will have () () .

Class () No. () Name ()

** The Fall of Freddie the Leaf **

Class () No. () Name ()

2. Look at the 13 pictures and answer the 26 questions.
 (13枚の絵を見て、どんな物語か想像しながら、26の質問に答えなさい。)



[1] ① Which season is it now?
 ② What are Daniel and Freddie?



[4] ⑦ Which season is it now?
 ⑧ Are there many people under the tree?



[2] ③ Where are Daniel and Freddie?
 ④ Are they friends?



[5] ⑨ Why are people under the tree?
 ⑩ Do the people look happy?



[3] ⑤ Is Daniel larger than Freddie?
 ⑥ Does Daniel know many things?



[6] ⑪ Which season is it now?
 ⑫ Did Daniel and Freddie change their colors?



[7] ⑬ Is a strong wind blowing?
 ⑭ Are many leaves falling down?



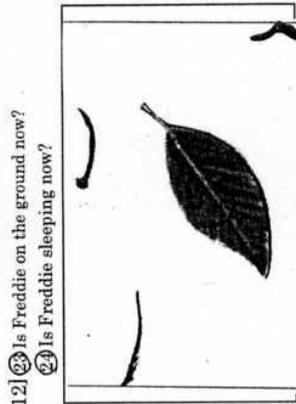
[8] ⑮ Are there many leaves on the tree?
 ⑯ How many leaves are there on the tree?



[10] ⑲ Is Daniel falling down?
 ⑳ How many leaves are there on the tree?



[11] ㉑ Which season is it now?
 ㉒ What is Freddie seeing?



[12] ㉓ Is Freddie on the ground now?
 ㉔ Is Freddie sleeping now?



[9] ⑰ Does "falling down" mean "dying" for leaves?
 ⑱ Why does Freddie look sad?



[13] ㉕ Which season is it now?
 ㉖ What can you see on the tree?

Class () No. () Name ()

5. Read the story many times and remember the key sentences.
(物語を何回も読み、「Retail the story」に使えるところを暗唱しましょう。)

6. Use the 13 pictures and try to retell the story in pairs without looking at your text for one minute. Take turns for each picture.
(絵を見ながら、ペアで「Retail the story」に挑戦しましょう。)

★ 絵を参考に、友達と物語を再生しよう。交互に、適切な文(1~2文)で絵を説明しよう。

評価項目	1	2	3	4	5
氏名	村上	大村	佐藤	黒川	江渡
1 アイコンタクト	A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
2 適度な声の大きさ	A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
3 取り組みの態度	A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
4 活動の理解	A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
5 発表の内容	A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
6 感想	自分の神話を作らうと、いろいろ考えた。	文とかが、教えてくれてよかった。	笑っていろいろ読んで、楽しかった。	わかりやすい文章が、いい。	大喜びで、とても楽しかった。

氏名	6	7	8	9	10
氏名	佐藤	佐藤	佐藤	佐藤	佐藤
1 アイコンタクト	A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
2 適度な声の大きさ	A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
3 取り組みの態度	A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
4 活動の理解	A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
5 発表の内容	A・B・C	A・B・C	A・B・C	A・B・C	A・B・C
6 感想	自分の神話を作らうと、いろいろ考えた。	文とかが、教えてくれてよかった。	笑っていろいろ読んで、楽しかった。	わかりやすい文章が、いい。	大喜びで、とても楽しかった。

7. Make a group of three or four. Let's talk about what you learned from the story. Write your answer and share it with your friends.

(グループで物語から学んだことを話してみよう。)

自己評価	自己評価	自己評価	自己評価	自己評価
氏名	佐藤	佐藤	佐藤	佐藤
1 アイコンタクト	A・B・C	A・B・C	A・B・C	A・B・C
2 適度な声の大きさ	A・B・C	A・B・C	A・B・C	A・B・C
3 取り組みの態度	A・B・C	A・B・C	A・B・C	A・B・C
4 活動の理解	A・B・C	A・B・C	A・B・C	A・B・C
5 発表の内容	A・B・C	A・B・C	A・B・C	A・B・C
6 このワークシートの振り返り	A・B・C	A・B・C	A・B・C	A・B・C

What did you learn from the story?

Class(3) No.() Name()

1. Which sentences are you impressed with? Why?

Impressive sentences for me

(Ex.) "Why are we here?"

"For the friends, the sun and the shade.

Remember the breeze, the people and the colors in fall. Isn't that enough?

He remembered Daniel's words, "Life lasts forever."

Freddie landed on the soft snow.

He closed his eyes and went to sleep.

Why?

(Ex.) I was impressed with these sentences because I knew why we are here when I read these sentences.

I was impressed with these sentences because I understood the importance of the life when I read these sentences.

We must regard life as important.

good

2. Let's talk about impressive sentences like the examples.

(Ex.) A: Which sentences are you impressed with?

B: Let me see... I'm impressed with these sentences. "....."

A: Why?

B: Because.....

I (.....) because.....

I (.....) That is why I'm impressed with them.)

3. Whose impression was most impressive for you? Why?

Saki's impression is most impressive for me. Because I can understand the story better. It is very good.